DOCUMENT RESUME

ED 477 617 CS 511 360

AUTHOR	Cook, Kathy
TITLE	Myths. ArtsEdge Curricula, Lessons and Activities.
INSTITUTION	John F. Kennedy Center for the Performing Arts, Washington, DC.
SPONS AGENCY	National Endowment for the Arts (NFAH), Washington, DC.; MCI WorldCom, Arlington, VA.; Department of Education, Washington, DC.
PUB DATE	2002-00-00
NOTE	27p.
AVAILABLE FROM	For full text: http://artsedge.kennedy-center.org/teaching_materials/curricula/curricula.cfm?subject_id=LNA.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Class Activities; *Classroom Techniques; *Cultural Context; Curriculum Enrichment; Learning Activities; Lesson Plans; Middle Schools; *Mythology; Scoring Rubrics; Student Educational Objectives; Teacher Developed Materials; Units of Study; *Writing Assignments
IDENTIFIERS	National Arts Education Standards

ABSTRACT

This curriculum unit addresses myths in Western cultures and in other cultures around the world. The three lessons in the unit gives students the opportunity to think critically about how and why myths were first created, and to create their own myths. Specifically, in the unit students read, discuss, and respond in writing to myths from Greek, Hawaiian, and African cultures, and then graphically represent a myth they read in class in small groups. For each lesson the unit presents an overview; suggests length and grade level; gives subjects and subtopics; cites dimensions of learning and intelligences being addressed; and lists equipment and materials needed as well as teacher resources. It also outlines National Standards for Arts Education and other standards; cites instructional objectives and strategies; provides a detailed, step-by-step instructional plan; and suggests assessment and extension activities for each lesson. The following lessons are part of the unit: Myths: A World of Myths; Myths: Elements of Myths; and Myths: Writing Myths. Contains sample checklists for writing assignments, a sample scoring rubric, and standards for rubrics. (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 477 617

The Kennedy Center
ARTSEDGE
www.artsedge.kennedy-center.org

Curricula, Lessons and Activities

Curriculum Unit Detail

Myths

This curriculum unit addresses myths in Western cultures and in other cultures around the world. The lessons in this unit will give students the opportunity to critically think about how and why myths were first created, and to create their own myths.

The following lessons are part of this unit:

- Myths: A World of Myths
- Myths: Elements of Myths
- Myths: Writing Myths

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CS 511 360

BEST COPY AVAILABLE

The Kennedy Center ARTSEDGE

Curricula, Lessons and Activities

Myths: A World of Myths
(Part of Curriculum Unit Myths)

Resource Type: lesson

Length: Four 50-minute periods

Grade: 6,7,8

Subjects: Language Arts, Science, Social Studies, Visual Arts

Subtopics: History, Literature, Painting, Social: African Studies, Social: Multicultural

Intelligences Being Addressed:

- Bodily/Kinesthetic Intelligence
- Interpersonal Intelligence
- Intrapersonal Intelligence
- Verbal/Linguistic Intelligence
- Visual/Spatial Intelligence

Dimensions of Learning:

- Acquisition and integration of knowledge
- Attitudes and perceptions about learning
- Extension and refinement of knowledge

Overview: Students will read, discuss, and respond in writing to myths from Greek, Hawaiian, and African cultures. They will then graphically

represent a myth they read in class in small groups.

Equipment:

- Computer : Mac or PC with Internet access

Media & Materials:

Printouts: This lesson has printouts. They are referenced in the "Student Supplies" or "Other Materials" sections below.

Student Supplies: paper
pencil or pen

Other Materials:

- The following myths from *Multicultural Myths and Legends*: "The Origin of the Volcano," a myth from Hawaii; "Daughter of the Star," a myth from Africa; and "Prometheus and Pandora," a myth from Greece (see Teacher References section for complete bibliographic information).
- a collection of "pourquoi" tales
- "Zeus," from *Explorations in Literature* (see Teacher References section for complete bibliographic information)
- White poster board
- Various materials for drawing and painting
- Assessment materials: Sample Checklists for Writing Assignments and Standards to Use When Developing Rubrics with Students

Related Textbooks: None

Teacher Internet Resources: **Lesson and Extension Specific Resources:**

- **Mythweb**
  http://www.mythweb.com/

  This resource contains information on heroes, gods, and monsters of Greek mythology. It includes lesson plans,

illustrated stories, and an encyclopedia.

General Internet Resources:

- **Look in the Mythic Mirror**
  http://artsedge.kennedy-center.org/teaching_materials/curricula/curric/mythicmirror/

  This is a 10-week curriculum unit relative to the study of myths for grades 6-8, integrating concepts from language arts, music, and visual arts.

National Standards for Arts Education:

- 5-8 Visual Art Content Standard 1 : Understanding and applying media, techniques, and processes
- 5-8 Visual Art Content Standard 2 : Using knowledge of structures and functions
- 5-8 Visual Art Content Standard 3 : Choosing and evaluating a range of subject matter, symbols, and ideas

Click here for additional information on the National Standards for Arts Education

Other National Standards:

- Language Arts : Writing: #1,# 2, #3; Reading: #5, #6

Source of Standards: ARTSEDGE, McREL

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

Instructional Objectives: Students will:

- read for literary experience and to be informed.
- write to express personal ideas and to inform.
- activate prior knowledge and relate it to a reading selection.
- identify special vocabulary and concepts.
- identify main idea and supporting details.
- read and interpret myths from various cultures.
- identify the structure of literature.

BEST COPY AVAILABLE

- respond to literature through writing and discussion.
- read for a variety of orientations and purposes, including reading for literary experience and reading to be informed.
- write for various audiences and address the following purposes: to inform and express personal ideas.

Strategies:

Cooperative groups
Comparing
Categorizing
Individual writing
Hands-on project

Instructional Plan:

Have available several familiar "pourquoi" tales such as "Why Rabbit Has a Short Tail" or "How Elephant Got Its Trunk." Ask students to recall and tell briefly the contents of these tales. These stories are lighthearted renditions explaining why certain elements and processes occur in life and the universe. Explain to students that myths are stories that people told long ago in an attempt to answer serious questions about how important things began and occurred.

Distribute copies of "The Origin of the Volcano." Have students read the myth to find out what serious question is being answered. When the reading is completed, discuss their answers.

Explain to students the story of Pele, which exists in many forms throughout the South and North Pacific, where volcanoes are common and represent a destructive force, as well as a constructive one. (Volcanoes help to build up fertile land.) In some renditions of the myth, Pele has many sisters who try to carry out her wishes. In other renditions, Hi'aka is the main heroine and Pele is a secondary one. On the inlands of Hawaii, the myth of Pele not only accounts for the origin of volcanoes, but also for the origin of the hula, in which the many and varying episodes of the full story are told in dance, song, and gesture.

Distribute copies of "Zeus" and have students read this myth to find out how the Greeks sought to answer the question of the creation of volcanoes. When the reading is completed, discuss the answers the Greeks told in this story.

As a compare-and-contrast activity, use a Venn diagram and have students compare and contrast the two creation myths. When the

prewriting ideas have been collected, have the students write two paragraphs explaining the similarities and differences of the Hawaiian and Greek explanations. The first paragraph should tell the similarities and the second should explain the differences. Follow the writing process to complete the task.

Recall with students the types of myths the ancient cultures told: creation myths and explanatory myths. "The Origin of the Volcanoes" and "Zeus" are creation myths. Tell them the two myths they are about to read are explanatory myths. As they read them, have the students think about why they are called explanatory myths.

Distribute copies of "Daughter of the Star" and "Pandora." After reading, discuss the reasons these myths were told. Explain that myths have practical functions within a culture. One of these is to instill in people a respect for how order was established in their culture, as well as to reinforce rules and shared beliefs that maintain order.

Working in cooperative groups, have the students compare and contrast these two myths. Following the writing process, the groups should write two paragraphs. In the first paragraph, students write how the myths are similar, and in the second, students write how they are different.

As an additional activity, have the students work in groups on a collaborative painting or drawing that depicts one of the myths read in class. Ask the following questions to help with the activity:

1. What elements of the myth are most important to show visually?

2. How will the telling of the myth be enhanced by the picture being drawn?

3. Are there any elements that are better left to the imagination of the reader/listener?

4. Is there a way to symbolically represent the story without actually depicting the actions and events of the story?

5. Pretend you are a storyteller in an ancient village telling this myth to others. What other props or pictures could you use to convey the story so it would stick in the minds of the viewer?

Assessment: Students will be evaluated on their participation in discussion and written responses to reading. A checklist and rubric will be used to set the standard.

Extensions:

1. Multicultural Experience

Have available a wide variety of myths from many cultures around the world for students to read and enjoy. As they read them, they could make lists, classifying the myths as either creation or explanatory myths. Encourage students to go to the library and find other myths from different lands and bring them to class to share.

2. Social Studies

Invite the students to find out about the different climate and topographies in central and southern Africa and draw a map to indicate them. Students can use the maps to predict the subjects and themes of myths in the different areas. For example, what kinds of mythological beings might exist in places where rivers are plentiful? In mountainous regions? In regions where rainfall is heavy? Some students may wish to follow up their prediction by finding and reading a collection of African myths and legends.

Teacher References:

McCarthy, Tara. *Multicultural Myths and Legends*. New York, NY: Scholastic Inc., 1999.

Millet, Nancy, and Raymond Rodrigues. *Explorations in Literature*. Glenview, IL: Scott Forseman and Company, 1989.

Assessment materials: Sample Checklists for Writing Assignments and Standards to Use When Developing Rubrics with Students

Author : Kathy Cook
Thomas Pullen Arts Magnet School
Landover MD

Review Date:

The Kennedy Center
ARTSEDGE
WORLDCOM

Curricula, Lessons and Activities

Myths: Elements of Myths
(Part of Curriculum Unit Myths)

Resource Type: lesson

Length: Four 50-minute periods

Grade: 6,7,8

Subjects: Language Arts, Performing Arts, Science

Subtopics: Literature, Theater

Intelligences Being Addressed:
- Bodily/Kinesthetic Intelligence
- Interpersonal Intelligence
- Intrapersonal Intelligence
- Verbal/Linguistic Intelligence

Dimensions of Learning:
- Acquisition and integration of knowledge
- Attitudes and perceptions about learning
- Extension and refinement of knowledge
- Meaningful use of knowledge

Overview: The students will read and explore several myths, identifying the

elements of this literary form. They will then act out a myth in groups. As individuals, they will write a scientific, research-based report and a fantastic story about a physical phenomenon of their choosing, making note of the differences between these two approaches to explaining the world around them.

Equipment:

- Computer : Mac or PC with Internet access

Media & Materials:

Printouts: This lesson does not have any printouts.

Student Supplies: None

Other Materials: Copies of:

- "Persephone" and "Zeus" from *Explorations in Literature*
- "The Origin of the Seasons" from *Multicultural Myths and Legends*
- "King Midas" from *The Book of Virtues*

See the Teacher References section below for complete bibliographic information on these books.

Related Textbooks: Millet, Nancy, and Raymond Rodrigues. *Explorations in Literature.* Glenview, IL: Scott Forseman and Company, 1989.

Teacher Internet Resources:

Lesson and Extension Specific Resources:

- **Illustrated Encyclopedia of Greek Mythology**
  http://www.cultures.com/greek_resources/greek_encyclopedia/greek_encyclopedia_home.html

  This encyclopedia will define terms related to Greek mythology: from the Furies to the Parthenon, and from Zeus to the Cyclopes.

General Internet Resources:

- **Look in the Mythic Mirror**
  http://artsedge.kennedy-center.org/teaching_materials/curricula/curric/mythicmirror/

  This is a 10-week curriculum unit relative to the study of myths for grades 6-8, integrating concepts from language arts, music, and visual arts.

- **Mythweb**
  http://www.mythweb.com/

  This resource contains information on heroes, gods, and monsters of Greek mythology. It includes lesson plans, illustrated stories, and an encyclopedia.

National Standards for Arts Education:

- 5-8 Theatre Content Standard 1 : Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history
- 5-8 Theatre Content Standard 2 : Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes
- 5-8 Theatre Content Standard 5 : Researching by using cultural and historical information to support improvised and scripted scenes

Click here for additional information on the National Standards for Arts Education

Other National Standards:

- Language Arts #5, #6, #7, #8
- Science #14, #15, #16

Source of Standards:

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

BEST COPY AVAILABLE

Instructional Objectives: Students will:

- read for a variety of purposes (for literary experience and to be informed).
- write for a variety of purposes (to express personal ideas and to inform).
- activate prior knowledge and relate it to a reading selection.
- identify special vocabulary and concepts.
- identify a main idea and supporting details.
- read and interpret myths.
- identify structures of literature.
- respond to literature through writing and discussion.
- read for a variety of orientations and purposes, including: reading for literary experience and reading to be informed.
- write for various audiences and address the following purposes: to inform and to express personal ideas.

Strategies: Teacher-guided instruction

Instructional Plan: Have students think back to their early childhood and try to remember questions they may have asked adults about the world around them. For example, "What are the stars?" or "What does the sun do at night?" Spend some time discussing the students' personal experiences or their experiences with young children asking such questions.

Explain that, long ago, people also asked these types of questions about the world around them. They developed stories to answer these questions. These ancient stories are called myths and usually involve gods and goddesses. People created myths thousands of years ago to tell how the world and things in it came to be, and to explain how people act or why things exist. Generally, these stories can be classified into two main categories: *creation myths* and *explanatory myths*.

Tell students to imagine a time when no one understood why every year the growing season ended and the earth became cold and barren for several months. With no scientific information to explain this phenomenon, how do students think ancient peoples reacted? Might they have seen the winter months as punishment from the gods? Could they have been fearful that perhaps one year the spring and summer would never return? Explain that the myth of "Persephone" provides an explanation of why the seasons change. Read the story to find out what this explanation is.

After reading, have students respond to the following questions, either through discussion or writing:

1. Literal: Why does Hades kidnap Persephone? How does Demeter react to her daughter's disappearance? Why does Zeus send gods and goddesses to plead with Demeter? How does Demeter learn where her daughter is? Why must Persephone return to the underworld each year?

2. Analyzing: Describe Persephone's reaction to her new home. Give three or four examples of the gods and goddesses showing "human" emotions. What yearly occurrence does this myth explain?

3. Extending: Name at least one other aspect of nature that might be explained by the strong emotions of a god or goddess.

Have students review the elements found in the myth. Elicit from them that myths—like other stories—contain the following elements: characters, setting, conflict, plot, and resolution. In addition, myths usually explained some aspect of nature or accounted for some human action. Frequently, myths included a metamorphosis, a change in shape or form. It is one of the elements that make the myth such imaginative reading. This power is frequently found in Greek myths. Arachne was transformed, and spiders were created. Throughout Greek mythology, there is a theme of magical changes of shape.

Read "King Midas" and tell why the metamorphosis that takes place in Midas's body is especially appropriate for his character. Have students go to the library and research collections of myths from around the world. Students should read the myths and identify the elements in them. Also, classify them as either creation myths or explanatory myths. Students should share their findings with the class.

Invite the class to recall and brainstorm some of the "why" questions they asked when they were little children, such as: "Why is the sky blue?" "What makes clouds?" or "What makes goosebumps?" Write students' questions on the chalkboard. Ask partners to choose one of the questions and answer it in two ways: as a teller of myths and as a scientist. Tell them to use their imaginations to write the fantastic explanation. To answer as a scientist, they will have to do research to find the facts that explain the phenomenon, and then write a brief, factual report.

Divide the class into cooperative groups and have each group choose a myth to dramatize for the class. Together, the group can reread the story to determine which scenes they will act out. In addition to deciding who will play the various roles, the group should choose a member to be the

narrator and work together on what the narrator might say to begin the story and link the scenes. The group can also appoint students to other roles, such as director, prop or set designer, sound engineer (to provide sound effects and music), and announcer (to introduce the play and the participants).

Assessment: Students will be evaluated on their written responses and research on myths.

Extensions: Have students gather characters from modern culture who metamorphose or tranform their shape or form (i.e., Superman, Incredible Hulk, and the Transformers). They shoudl then write an original story explaining the reason for their transformations.

Teacher References:

Bennett, William J. *The Book of Virtues*. New York, NY: Simon and Schuster, 1993.

McCarthy, Tara. *Multicultural Myths and Legends*. New York, NY: Scholastic Inc., 1999.

Millet, Nancy, and Raymond Rodrigues. *Explorations in Literature*. Glenview, IL: Scott Forseman and Company, 1989.

Author : Kathy Cook
Thomas Pullen Arts Magnet School
Landover MD

The Kennedy Center ARTSEDGE WORLDCOM

Curricula, Lessons and Activities

Myths: Writing Myths
(Part of Curriculum Unit Myths)

Resource Type: lesson

Length: Four 50-minute periods

Grade: 6,7,8

Subjects: Language Arts, Social Studies, Visual Arts

Subtopics: English, History, Literature, Media, Poetry, Social: Multicultural

Intelligences Being Addressed:
- Interpersonal Intelligence
- Intrapersonal Intelligence
- Verbal/Linguistic Intelligence

Dimensions of Learning:
- Acquisition and integration of knowledge
- Attitudes and perceptions about learning
- Extension and refinement of knowledge
- Meaningful use of knowledge

Overview: Students will read a Native American myth entitled "Giants and Mosquitos."

They will then analyze the myth and relate it to other creation myths and their own experiences. Afterwards, they will write their own original myth using the writing process.

Equipment:

- Computer : Mac or PC with Internet access

Media & Materials:

Printouts: This lesson has printouts. They are referenced in the "Student Supplies" or "Other Materials" sections below.

Student Supplies: None

Other Materials:

- Copies of "Giants and Mosquitoes," a North American Indian myth
- (from *World Folktales*; see Teacher References section below for
- complete bibliographic information).
- Handout: Myth Writing Assignment
- Rubric for story writing
- Checklist for story writing

Related Textbooks: None

Teacher Internet Resources:

Lesson and Extension Specific Resources:

- **Mythweb**
  http://www.mythweb.com/

  This resource contains information on heroes, gods, and monsters of Greek mythology. It includes lesson plans, illustrated stories, and an encyclopedia.

- **Native American Lore Index Page**
  http://www.ilhawaii.net/~stony/loreindx.html

Over 100 Native American folktales from several tribes across Turtle Island have been compiled on this resource.

- **Sacred Texts of Native Americans**
  http://www.sacred-texts.com/nam/index.htm

  This site provides information about the religious and spiritual practices of a wide range of North and South American native cultures, including translations of religious texts, creation myths, and legends.

General Internet Resources:

- **Illustrated Encyclopedia of Greek Mythology**
  http://www.cultures.com/greek_resources/greek_encyclopedia/greek_encyclopedia_home.html

  This encyclopedia will define terms related to Greek mythology from the Furies to the Parthenon, and from Zeus to the Cyclopes.

National Standards for Arts Education:

- 5-8 Visual Art Content Standard 6 : Making connections between visual arts and other disciplines

Click here for additional information on the National Standards for Arts Education

Other National Standards:

- Language Arts : Grades 5-8: Writing #1-4

Source of Standards: McREL

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

Instructional Objectives: Students will:

- write for various audiences and address the purposes of expressing

BEST COPY AVAILABLE

personal ideas, informing, and persuading.

- prewrite, draft, revise, and proofread as part of a strategic approach to effective writing.
- consider correctness, completeness, and appropriateness and make conscious language choices that create style and tone and affect reader response.
- focus on sentence form, word choice, grammar, usage, punctuation, capitalization, and spelling.
- write for a variety of purposes to include expressing personal ideas, informing an audience, and persuading an audience.
- demonstrate grade-level proficiency in writing to express personal ideas by being able to do the following: choose a literary form, using its appropriate elements to create a complete whole; follow a plan in which ideas are logically ordered; consistently direct writing to the intended audience; and frequently choose vocabulary to clarify and enhance the form selected using language purposefully.

Strategies: Group discussion
Group work
Teacher-guided instruction

Instructional Plan:

Before Reading:

For a warm-up, have students name as many colors as they can. Encourage them not to stop with the primary colors but to list colors such as mauve, puce, cat's eye green, banana yellow, etc. Then have students choose the most important color and tell why they chose that one. Third, the students should choose four colors and name as many things as they can that are those colors. Next, have students answer the following questions:

What would happen if:

- every rain drop was a different color?
- the ocean was orange?
- the sun was pink?
- people had rainbow-colored hair?
- every living creature was purple?
- everything in our world was gray?
- the rainbow was silver?

During Reading:

Have students read the first two paragraphs of the myth, "Giants and Mosquitoes,"

and then ask them why unusual colors are used to describe the sky, sun, moon, mountains, grass, owls, and trees. How do the colors change the story? What purpose do they serve?

Elicit from students that this Native American story—like myths of other cultures—is set in a distant time, a time when magic and mysterious people and events were possible.

After Reading:

Ask students to choose which of the following statements best fits the story, "Giants and Mosquitoes?" Have them write or verbally explain the reasons for their choices. Ask students to determine which statements do not fit the story. Again, they should explain their choices.

1. "Oh, it is excellent to have a giant's strength; but it is tyrannous to use it like a giant."
2. "There were giants in the earth in those days and they have not left us yet."
3. "Whoever excels in what we prize becomes a hero in our eyes."
4. "We are never deceived; we deceive ourselves."
5. "We are easily fooled by the one thing we want most of all."
6. "It is always darkest before the storm."
7. "The more things change, the more they stay the same."
8. "Instead of complaining about the darkness, light a candle."
9. "Every time you win, you lose a little."
10. "There's a giant inside of everyone just waiting to get out."

Have students brainstorm a list of giant things that actually exist (i.e., the Sears Tower in Chicago, the Arch in St. Louis, the Grand Canyon, the Great Wall of China, a redwood tree, etc.).

Writing a Myth:

Have students complete the writing assignment outlined on the accompanying handout.

You may want to show students prints of famous works of art to use as the basis for a setting of an original myth.

Create a rubric and checklist with the students to use for evaluation purposes. See the sample checklists and rubrics for reference.

Additional Story Starter Ideas:

In addition to the writing assignment, you could motivate students to write

myths using some of the following ideas:

1. Work with a partner to write a myth to explain rain, snow, or wind.

2. Write your own myth, explaining some occurrence in nature. Describe what the earth was like before the events you will relate; then, tell how the earth had changed. Either make up your own characters or use Greek gods and goddesses.

3. After reading the Greek myth, "Poseidon," write your own myth explaining the origin of the horse and other animals.

4. Rewrite the story of Arachne from her point of view. To be sure that your composition is "in character," review the myth, noting examples of Arachne's speech and actions. End your composition with Arachne's reaction to her fate. Is she angry, sorry, outraged, ashamed?

5. Invent a metamorphosis by writing about a person or an object that changes into something completely different, such as a person changed into a tree. Be specific in describing the person or object as it changes. Invent a myth explaining why the change takes place.

6. Create a character whose weakness is too much of one particular quality, such as humility, carelessness, or vanity. First, describe the character briefly, and explain the character's weakness. Then tell one specific event that is caused by that weakness. Tell the outcome of that event. Finally, incorporate all of these ideas into a complete myth with additional events centered around that weakness.

Assessment: Students will be evaluated on the completion of their original myth. A rubric and checklists will be used to determine their success.

Extensions: **Writing Activities:**

In addition to writing an original myth, students can select or be assigned some of the following writing activities:

1. After reading "Persephone," compare and contrast the characters of Hades and Persephone. In a composition of one or two paragraphs, explain why these two are such unlikely candidates for a happy marriage. Use specific examples from the myth to support your ideas.

2. Rewrite a scene from a favorite myth to be performed on stage. Write

both dialogue and the stage directions for this scene.

3. Imagining that you are Zeus, write a speech to deliver to your followers the night before the great battle with Cronos. The speech should inspire the army to fight for your cause, provide reasons why they should defeat Cronos, and include a promise of how you will be a better king than your father.

4. Write a composition in which you discuss the plot of a myth. In your discussion, include all the elements necessary to construct a plot. Be sure to state where the climax of the myth occurs.

5. Tone is the author's attitude toward the subject or audience. An author my view a subject with seriousness, sympathy, irony, displeasure, humor, or indignation. An author reveals the tone by the choice of words and details. Describe the author's attitude toward a character in a favorite myth. Give at least four examples from the myth to supoort your answer.

6. Mood is the atmosphere or feeling within a work. The myths of "Arachne" and "Daedalus" have very different endings, both in the information given and in mood. The ending of "Arachne" explains something that occurs in nature and provides a moral or lesson. Read the ending of "Daedalus" and explain ways in which the mood of the ending of "Daedalus" is different from the mood of the ending of "Arachne."

7. Imagine that you are a newspaper reporter assigned to write a report about an event in a favorite myth. Interview characters in the myth and other people who may have witnessed the events in the story, then write a news report about the events.

8. Edith Hamilton chose to end her retelling of "Phaethon" with a few lines of poetry. Select a favorite myth. Rewrite the ending by replacing it with a few lines of poetry.

Drama:

Work as a class to produce a one-act play based on the events of one of the myths read in class or found in other collections of myths. Work in small groups with classmates to write dialogue and stage directions, choose and coach actors, design and make costumes, and design programs and a poster advertising the production. You might perform the play for another class or for a group of younger students.

Art:

The myth of "Persephone" reminds us that we depend on the earth for food. Make a collage with pictures from magazines. Show how bountiful the earth

can be during some seasons, and show what happens during periods of excessive heat and rain. You may want to arrange your collage to suggest the never-ending cycle of growth and change in nature.

Social Studies:

After reading the Native American myth, "Eldest Son and the Wrestling Match," ask students to research different kinds of grains (wheat, rice, corn, barley, sorghum, oats, rye, millet, etc.). Suggest that students use an outline map of the world and make a map legend to denote principal areas where the different types of grain are grown. Ask them to find out at the same time how these different grains are used (for human consumption or for feeding livestock). For example, 50 percent of corn crops in the United States today is used as cattle feed. Students may wish to discuss and debate how grain-growing areas can be used most wisely to solve the problem of hunger throughout the world.

Science:

Most students are fascinated by the mythic stories that explain and describe constellations. Have students use sheets of black paper and start stickers or gold paint to show the shapes of real constellations or to make up constellation shapes of their own. Students can either find and retell traditional myths about real constellations or they can make up myths to go with their original star patterns.

Meaningful Use of Knowledge:

Illustrate and bind into books original fables, folk tales, and/or myths. Plan a "Book Reading Day" to share with other classes and parents. In cooperative groups, come up with ideas on how to compile a class literary magazine of favorite stories. Decide on ways to fund the publication and to distribute the magazines to the school community and beyond.

Teacher References:

Mallet, Jerry and Keith Polette. *World Folktales*. Fort Atkinson: Alleyside Press, 1994.

Author : Kathy Cook
Thomas Pullen Arts Magnet School
Landover MD

Sample Checklists for Writing Assignments

Checklist for Writing About Literature

Content and Organization

- Is the topic of each paragraph developed fully through the use of examples?
- Does each sentence in a paragraph relate to the topic sentence?
- Are the ideas presented in a reasonable order?
- Are transitional words and phrases used within and between paragraphs?
- Should any information be added?
- Should some information be dropped or moved?
- Does the concluding paragraph provide a good ending?

Style

- Is language simple and direct?
- Are point of view and tone consistent?
- Are there a variety of sentence types?
- Are too many "ands" used when other ways of combining sentences are appropriate?
- Are verbs active rather than passive?
- Are tenses of the verbs consistent?
- Are pronoun references clear?
- Are any words overused?

Mechanics

- Is each paragraph indented?
- A[illegible]ords spelled correctly?
- A[illegible] capital letters used correctly?
- Are there sentence fragments that must be revised?

Checklist for Writing a Story

Read the story aloud. Use the following checklist to revise, proofread, and edit your writing.

Content

- Does the title point to something important in the story and grab the reader's interest?
- Have you included details that describe your characters and setting?
- Do you present the main character's problem clearly? Does each event of the plot grow logically from what happened before?
- Is your climax a clear solution to the problem? Does your plot end soon after the climax? Do you show the main character's reaction to the climax?
- Do you use dialogue to make the story more interesting and realistic?

Style

- Have you cut out unnecessary details?
- Have you used colorful adjectives and verbs wherever possible?
- Does your dialogue sound real?
- Do you use both long and short sentences for variety?

Mechanics

- Is each sentence complete (no fragments, no run-ons)?
- Are all the words spelled correctly? If you are not sure of the spelling of a word, have you consulted a dictionary?
- Have you punctuated and capitalized your sentences correctly? In dialogue, have you used quotation marks and capital letters correctly?
- Do you begin a new paragraph whenever the subject, time, or place changes or whenever the speaker in the dialogue changes?

Checklist for Revising Writing Assignments

Using Evidence Effectively

- Is the position stated clearly?
- Do the examples support the position?
- Does the writing end with a summary of the evidence and a restatement of the position?

Writing a Clear Description

- Does the description create a main impression?
- Does it show rather than tell?
- Have you used precise details?

Writing to Compare and Contrast

- Are your points of comparison clear?
- Is your organizational pattern consistent?
- Have you used words that emphasize similarities and differences?

Writing About Plot

- Is the connection between events clear?
- Have you used examples from the selection to support your judgment about the effectiveness of the plot?

Writing About Characters

- Is the character portrayed accurately, as he/she appears in the story?
- Are there examples from the story to support the character traits discussed?

Sample Scoring Rubric for a Story	
4	• The story is complete and well developed. • The story fully considers the audience's needs. • The story has correct spelling, punctuation, and capitalization
3	• The story is partially complete and adequately developed. • The story somewhat anticipates the audience's needs. • Most of the story has correct spelling, punctuation, and capitalization.
2	• The story is incomplete but has some development. • The story tries to anticipate the audience's needs. • Most of the story shows little use of correct spelling, punctuation, and capitalization.
1	• The story is incomplete and is not developed. • The story does not anticipate the audience's needs. • The story shows little or no use of correct spelling, punctuation, and capitalization.

Standards to Use When Developing Rubrics with Students

Scoring Rubric for Expressing Ideas Clearly	
4	Clearly and effectively communicates the main idea or theme and provides support that contains rich, vivid, and powerful detail.
3	Clearly communicates the main idea or theme and provides suitable support and detail.
2	Communicates important information, but not a clear theme or overall structure.
1	Communicates information as isolated pieces in a random fashion.

Scoring Rubric for Effectively Communicating for a Variety of Purposes	
4	Clearly communicates a purpose in a highly creative and insightful manner.
3	Uses effective techniques to communicate a clear purpose.
2	Demonstrates an attempt to communicate for a specific purpose but makes significant errors or omissions.
1	Demonstrates no central purpose in the communication or makes no attempt to articulate a purpose.

Scoring Rubric for Creating Quality Written Products	
4	Clearly communicates a purpose in a highly creative and insightful manner.
3	Uses effective techniques to communicate a clear purpose.
2	Demonstrates an attempt to communicate for a specific purpose but makes significant errors or omissions.
1	Demonstrates no central purpose in the communication or makes no attempt to articulate a purpose.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
X	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").